DOCUMENT RESUME

ED 345 611 HE 025 506

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TITLE Minority Student Progress Report, 1991.
PUB DATE 3 Apr 92
NOTE 9p.; Paper presented at the NASSGP/NCHELP Research Network Conference (9th, Boston, MA, April 1-3, 1992).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *American Indians; Bachelors Degrees; *Black Students; Dropout Prevention; Higher Education; *Hispanic Americans; Minority Groups; Organizational Objectives; School Holding Power; State Boards of Education; *State Universities; Student Financial Aid; *Student Recruitment
IDENTIFIERS *Arizona; Arizona State University; Northern Arizona University; University of Arizona

ABSTRACT

This report offers a consolidated systemwide analysis of key issues and recommendations for improvement of minority recruitment and retention at Arizona State Universities and an evaluation of progress toward achieving Arizona Board of Regents (ABOR) approved recruitment and graduation goals. A description of ABOR system goals notes three goals: (1) increase of new resident minority student enrollment at a compounded rate of 10 percent per year through fall 1992, (2) a 50 percent increase in the number of resident minority students receiving a Baccalaureate degree by 1993, and (3) targets established by each university to reach the system goals. The body of the report consists of three sections. Section One contains an analysis of under-represented ethnic minority participation in the Arizona University System (Arizona State University, Northern Arizona University, and the University of Arizona). Its focus is on enrollment and degree awarding. Section Two discusses the various programs supporting minority students, including financial aid programs and programs created at the institutional and state level. Section Three conducts a comparison of minority student representation in the Arizona University System and Arizona's General Population Distribution. (Author/JB)

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MINORITY STUDENT PROGRESS REPORT 1991

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Paper prepared for the Ninth Annual NASSGP/
NCHELP Research Network Conference
April 1 - 3, 1992
Boston, MA

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ARIZONA MINORITY STUDENT PROGRESS REPORT - 1991

Porfirio Díaz, Ph.D. & Jing Luan

BACKGROUND

In October 1984, the Arizona Board of Regents (ABOR) requested annual reports from each university describing programs and activities related to minority student recruitment and retention. Since then, ABOR has received recommendations from its "Task Force on Excellence, Efficiency, and Competitiveness" and its "Ad Hoc Committee on University Access and Retention" related to the improvement of minority recruitment and retention programs.

The Minority Student Progress Report provides a consolidated systemwide report addressing key issues and recommendations from the aforementioned initiatives. Further, the report evaluates progress towards achieving ABOR approved and established recruitment and graduation goals.

SYSTEM GOALS

System goals for recruitment and retention for historically under-represented ethnic minorities (Hispanics, Blacks and Native Americans) are:

A. The universities should increase new resident minority student enrollment at a compounded rate of 10% per year through Fall 1992 (baseline comparisons begin with Fall 1987 enrollment).

B. Each university should achieve a 50% increase in the number of resident minority students receiving a Baccalaureate degree by 1993 (the baseline is calculated using the three year average of Baccalaureate degrees awarded in 1985-86, 1986-87, and 1987-88).

C. Following ABOR approval of systemwide goals, each university has established targets to reach the system goals. The Regent's Task Force on Excellence, Efficiency, and Competitiveness stated that "...the ultimate goal should be... to eliminate the under-representation of minority students in all academic programs at each university." This was reaffirmed by the Ad Hoc Committee on University Access and Retention.

ORGANIZATION OF THIS REPORT

This report consists of three sections:

Section one contains an analysis of under-represented ethnic minority participation in the Arizona University System (Arizona State University, Northern Arizona University, and the University of Arizona). Its focus is on enrollment and degree awarding.

Section two discusses the various programs supporting minority students. They are financial aid programs and programs created at the institution and state level.

Section three conducts a comparison of minority students representation in the Arizona University System and Arizona's General Population Distribution.

SECTION ONE

Under-represented undergraduate resident minority students enrollment goal achievement.

As shown in Table 1, the 10% per year goal from Fall 1987 through 1991 has been met. However, the goal set for the year of Fall 1990-1991 has not been completely met, short of 3 Black, non-Hispanic and 13 Hispanic students in the entire system. By percentage, for the Fall 1991, the system accomplished 99.5% of its goal.

A conclusion is drawn that universities are making substantial progress towards achieving the 1992 goals established by ABOR.

Table 1 : Underrepresented undergraduate resident minority students recruitment & enrollment

	Fall 1991			Cumulative: Fall 88-91		
Ethnicity	% of goal	# over / under	# of new recruits	% of goal	# over / under	Total Enroll'd*
Am. Indian	101 %	4	511	113 %	225	1540
Black, Non-h	99 %	-3	306	116 %	169	1203
Hispanic	99 %	-13	1594	104 %	202	5805
Avg/Ti'l	99.5 %	-12	2411	107 %	596	8548

* current unduplicated enrollment for Fall 1991.

Note: The EEC report to the Board recommending targets for improving the admission rates of underrepresented Arizona resident minority students found Asian students, as a whole, are not underrepresented. Consequently, Asians are not included in Table 1a.

Under-represented undergraduate resident minority students enrollment degree awarding achievement.

Goals for minority students degree awards are being met for the cumulative years of August 1988 - May 1991. However, according to Table 2, for the year of August 1990 - May 1991, goals have not been adequately met for American Indians (shy by 5) nor for Black, non-Hispanics (shy by 1). Nevertheless, the total goal has been exceeded by the universities by 77 degrees or 107 percent.

It is concluded that the universities have made substantial progress towards minority students persistence.

Table 2 : Underrepresented minority student degree awards

	August 1990-May 1991			August 1988-May 1991		
Ethnicity	% of goal	# over / under	# of new awards	% of goal	# over / under	Total Awards
Am. Indian	97%	-5	152	100%	1	436
Black, Non-h	99%	-1	177	102%	12	503
Hispanic	112%	83	793	107%	136	2102
Avg/Ttl	107%	77	1122	105%	149	3041

Note: The EEC report to the Board recommending targets for improving the graduation rates of underrepresented Arizona resident minority students found Asian students, as a whole, are not underrepresented. Consequently, Asians are not included in Table 2a.

SECTION TWO

Academic and Student Service Programs for Minority Students

In 1988, the State Legislature passed "HB2108" to increase minority recruitment and retention programs at the state's universities. The bill required the universities to develop:

High school outreach programs
Coordination between existing and new recruitment and retention programs
Target goals for success
Methods for the evaluation of program impact
Annual reports to the Board of Regents

In addition, each campus allocates funds from other sources toward additional minority programs and services in order to fulfill minority recruitment and retention.

Each university offers a wide variety of programs scattered throughout the main campuses and other sites. Forty-five programs are at least partially supported by HB2108 funds, and more than 160 programs are funded fully or in part by other sources. During FY 1990-1991, Arizona's universities spent over $6 million on 45 programs for minority students.

In the fall 1991, some of these programs received medallion awards from the Arizona Minority Education Access and Achievement Cooperative (AMEAAC) for exemplary partnership programs among Arizona public schools and public higher education institutions.

Universities have observed that the most frequently used services are academic support (tutoring, mentoring, skill building workshops), academic advising(course and program planning), financial aid and career counseling.

The following 2 tables explain the funding for HB2108 and Non-HB2108 programs among the three universities.

Table 3. HB2108 funds and funds from other sources

	UofA	NAU	ASU	Total
HB2108	$1,160,715	$427,727	$1,357,923	$2,946,365
Other Sources	$1,755,512	$270,896	$1,067,624	$3,094,032
			Grand Total	$6,040,397

Table 4. Four programs receiving most funding at each of the three universities *

UofA		NAU		ASU	
Programs	Funds	Programs	Funds	Programs	Funds
Adm. Minority Recruitment Pgm	$308,058	TOP	$56,779	American Indian Institute	$143,685
Cultural Resource Centers	$359,506	HISP Engineering	$50,769	Math/Science	$543,576
New Start/ Summer Bridge	$427,709	STAR	$192,992	Minority Engineering Program	$175,135
Tutoring Program	$376,224	NAU-Yuma	$43,024	Project Prime	$999,625

*For specific information regarding these programs, please contact the universities.

Financial Aid

During 1990-1991, 11,166 minority students received more than $51,000,000 of financial aid, accounting for more than 20% of the total aid which was dispersed.

More than $40,000,000 of need-based aid went to 7,258 minority students, 25% of all need-based financial aid.

Conclusion:

Of all categories of aid, loans are least likely to be utilized by minorities.

In 1990-91, comparing minorities to all other needy undergraduate residents, the percent of program dollars awarded to minorities was: 49.6% of scholarships, 34.4% of waivers; 34% of grants; 21.6% of loans; and 32.1% of on-campus employment

SECTION THREE

Undergraduate resident minority students population and Arizona general population comparison

The total population of Arizona, according to the 1990 Census information, is 3,665,228. There are slightly more females (50.6%) than males.

Whites still share the larger part of the pie: 71.7%. Hispanics takes up 18.5 % of the population. Native Americans are the third largest group: 5.6%. Blacks and Asians have the percentages of 2.9% and 1.4 % respectively.

Figure 1 shows the comparisons of the general population and university population. Whites and Asians are over-represented in university population, while Hispanics and American Indians are completely the other way.

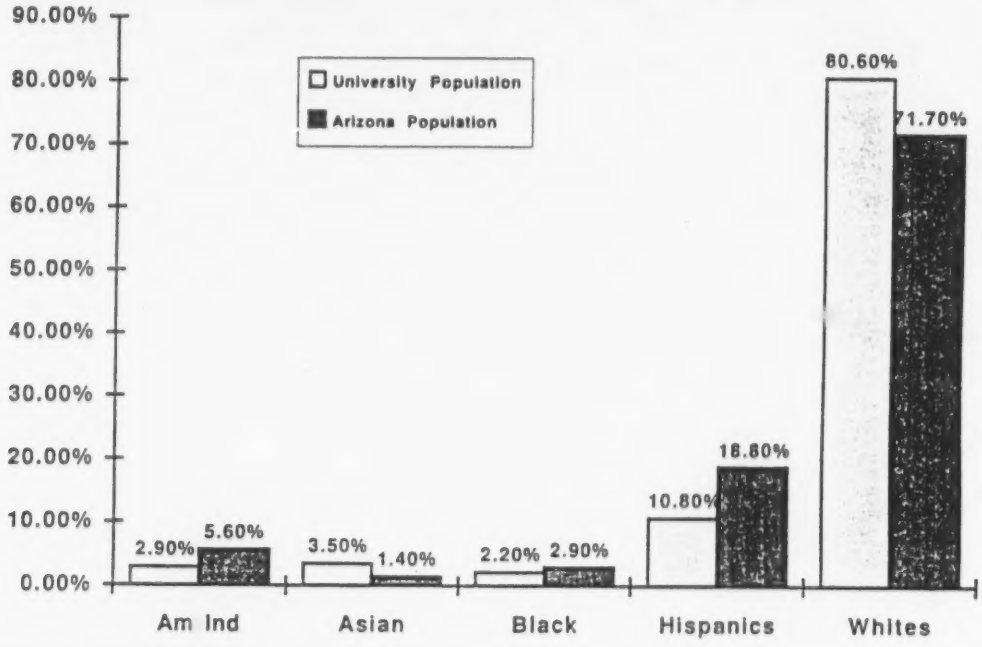
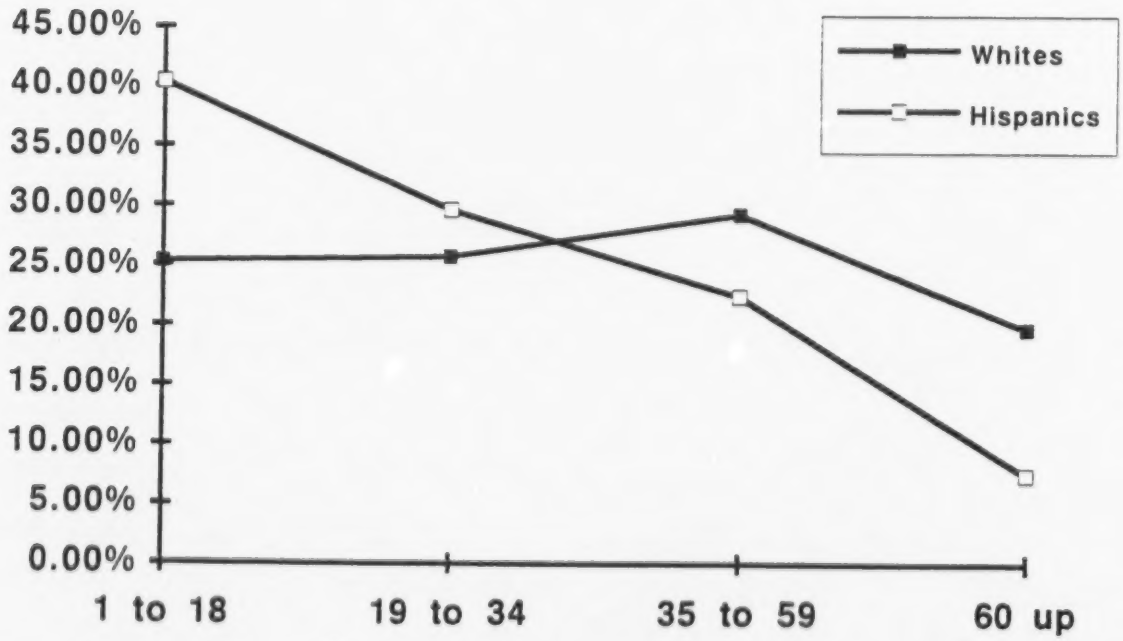


Figure 2 displays the distribution by race and age. It is clear that there are more minority youths than Whites.



CONCLUSTION

Since 1987, minority students recruitment and retention, has been high on the agenda of Arizona's higher education. Various efforts are underway to perfect such an endeavor. It is clear that the future of our generation's welfare depends on well-educated individuals. Minority students, especially the under-represented minority students bear the brunt of harsh economic restraint, intense focus of their education should always be a major goal.

This report presents the strong commitment of Arizona towards its minority students education. The 10 percent goal, though set arbitrarily, has been a goal the universities rival to reach. Their efforts have resulted in a changed university population and a better cultural environment. Accompanied by finacial support from the legislature and that of institutions, Arizona is making steady progress.